Course Name:	String Orchestra 1						
Course Description	Note: Level of Music Grade 1 - 1.5	String Orchestra is an introductory course for the instrumental music program. The major focus of the program is development of the basic concepts of playing a string instrument, understanding melody, harmony and rhythm, and blending individual abilities into a group performance. Students learn to perceive, perform, appreciate and evaluate their own performance, that of their peers and musicians throughout the ages. The study of music fosters within the student a consciousness in which image and concept, sensation and thought are correlated and unified. Students grow in aesthetic perceptions by the recognition of qualities, increased ability to communicate through musical performance, growing awareness of musical functions in daily living, appreciation of great musical achievements, and interest and enjoyment indicating motivation for future participation in musical experiences.					
Pre-requisite	All students at the 9th grade level should auditioned and placed						
CREATING	**Process Component: Imagine**	**Process Component: Plan and Make**	**Process Component: Evaluate and Refine**	**Process Component: Present**			
	Nov.MU:E.Cr1 Compose and **improvise melodic** and **rhythmic** ideas or **motives** that reflect characteristic(s) of music or text(s) studied in rehearsal.	Nov.MU:E.Cr2 a. **Select** and develop draft **melodic** and **rhythmic** ideas or **motives** that **demonstrate** understanding of characteristic(s) of music or text(s) studied in rehearsal.	Nov.MU:E.Cr3.1 Evaluate and **refine** draft **compositions** and **improvisations** based on knowledge, skill, and **teacher-provided criteria**.	**Share** personally developed **melodic** and **rhythmic** ideas or **motives**—individually or as an **ensemble**—that **demonstrate** understanding of characteristics of music or texts studied in rehearsal.			
		b. Preserve draft **compositions** and **improvisations** through **standard notation** and audio recording.					
Overarching Concepts	**Semester 1**			**Semester 2**			
	Concepts	**Skills**	**Practices**	**Concepts**	**Skills**	**Practices**	
Creative & Expressive Composition and Improvisation	Elementary ear training	Call & response		Elementary composition: create & notate basic compositions that demonstrate Elementary Literacy in Western Music Notation, including expressive symbols	Note values/pitches		
		Echo basic rhythmic patterns			Articulations		
		Echo basic melodic patterns (3-5 notes			Dynamics		
					Rhythmic patterns		
	Elementary improvisation	Create basic rhythmic/melodic patterns for the class to echo in the key of D (reverse roles of elementary ear training skill)			Bowings		
				Elementary improvisation	Create basic rhythmic/melodic patterns for the class to echo in the key of D and G (reverse roles of elementary ear training skill)		
PERFORMING	Process Component: Select	Process Component: Analyze	Process Component: Interpret	Process Component: Rehearse, Evaluate, and Refine	Process Component: Present		
	Nov.MU:E.Pr4.1 **Select** varied **repertoire** to study based on interest, music-reading skills (where appropriate), an understanding of the structure of the music, **context**, and the **technical skill** of the individual or **ensemble**.	Nov.MU:E.Pr4.2 **Demonstrate**, using music-reading skills where appropriate, how knowledge of formal aspects in **musical works** inform prepared or improvised **performances**.	Nov.MU:E.Pr4.3 Identify **expressive qualities** in a varied **repertoire** of music that can be **demonstrated** through prepared and improvised **performances**.	Nov.MU:E.Pr5 Use self-reflection and peer feedback to **refine** individual and **ensemble performances** of a varied **repertoire** of music.	Nov.MU:E.Pr6 a. **Demonstrate** attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music.		
					b. **Demonstrate** an awareness of the **context** of the music through prepared and improvised **performances**.		
	Semester 1			**Semester 2**			
	Concepts	**Skills**	**Practices**	**Concepts**	**Skills**	**Practices**	
Instrument Care	Proper handling	Open case, assembling instrument, etc					
	Personal Hygiene	playing with clean hands					

	Cleaning instrument	tightening and loosening of the bow				
	Environmental conditions					
Musical Literacy	Reading standard Western notation & symbols	Staff, clefs (treble, alto, bass)		Reading standard Western notation & symbols	Understanding expressive text (allegro, andante, etc)	
		Dynamics (p, mp, mf, f)			Dynamics (crescendo, decrescendo, diminuendo, etc)	
		Articulations (pizz, slurs, accent)			Articulations (staccato, tenudo)	
		Repeats, Codas			DS and DC al coda, first and second endings	
		Note Values (quarter, half, whole, paired eighth notes & equivalent rests)			Note Values (dotted notes, single eighth notes, syncopation)	
		Ties				
		Time Signature (4/4, 3/4)				
		Key Signatures (key of D and G)			Key Signatures (key of D and G)	
	Sight Reading	Scan an exercise and identify familiar and foreign material	Daily practice	Sight Reading	Scan an exercise and identify familiar and foreign material	Daily practice
		With substantial guidance, decode any new material			With substantial guidance, decode any new material	
		Sightread with general success, without getting lost			Sightread with general success, without getting lost	
Technique	Demonstrate proper Right Hand technique	Bow hold (german bass bow hold included)		Continue to develop proper Right Hand technique	Bow hold (german bass bow hold included)	
		Bow speed, pressure, weight			Bow speed, pressure, weight	
		Bow distribution (upper half, lower half, full bow)			Bow distribution (upper half, lower half, full bow)	
		Bow directions			Bow directions	
		Bowing articulations			Bowing articulations	
		Pizzicato position			Pizzicato position	
		Wrist, elbow, & shoulder connection			Wrist, elbow, & shoulder connection	
		Slurs			Slurs	
	Demonstrate proper Left Hand technique	1st Position		Demonstrate proper Left Hand technique	Violin/ Viola use of 4th finger	
		Shifting (Bass)				
		cello extensions				
		Contact points				
Intonation	Tune the strings	Using fine tuners		Tune the strings	Using fine tuners	
		Using a tuner			Using a tuner	
	Finger shapes & patterns	D major Scale		Finger shapes & patterns	G major scale; Identify how finger shapes change based on key area, octaves, etc (low 2 for Violin upper octave)	
	Audiation & Singing	Sing 2 and 3 note beginner exercises with solfege	"Speak in pitch" with solfege	Audiation & Singing	More advanced; alternate between singing and audiating of measures	

		Identify the interval between open strings			Audiate and sing thirds, fourths, and fifths	
					Singing exercises in rounds	
	Identifying discrepencies in intonation	Recognize if they are "in-tune" or "out-of-tune" with teacher guidance		Active intonation adjustments	Recognize if they are sharp or flat and how to adjust and fix with substantial guidance	
		Listen for sound waves, etc			Develop independence in intonation	
Musicality	Dynamics	Understand how to use play at mf-f dynamic, using the full bow in the middle lane	Practice each dynamic in isolation	Dynamics	Understand how to use play at mf-f dynamic, using the full bow in the middle lane	
	Articulations	Understand how articulations affect musical style (pizz, slurs, accents)	Practice each articulation in isolation	Articulations	Apply multiple articulations to performance literature	
	Tempo	Keeping steady tempo		Tempo	Keeping steady tempo	
		Internalizing pulse			Internalizing pulse	
		Feeling strong vs weak beats			Feeling strong vs weak beats	
		With substantial guidance from the metronome			With moderate guidance from the metronome	
				Ensemble Blend & Balance	Melody vs Harmony	Understand the pyramid of sound
					Background vs Foreground	
					Listen down to Basses	
				Following the conductor	Read music and watch conductor simultaneously	
					Follow basic beat pattern	
					Watch for precise attacks and releases	

RESPONDING	**Process Component: Select**	**Process Component: Analyze**	**Process Component: Interpret**	**Process Component: Evaluate**
	Identify reasons for selecting music based on characteristics found in the music, **connection** to interest, and **purpose** or **context**.	Identify how knowledge of **context** and the use of repetition, similarities, and contrasts inform the **response** to music.	Identify **interpretations** of the **expressive intent** and meaning of **musical works**, referring to the **elements of music**, **contexts**, and (when appropriate) the **setting of the text**.	Identify and describe the effect of interest, experience, **analysis**, and **context** on the evaluation of music.

	Semester 1			**Semester 2**		
	Concepts	**Skills**	**Practices**	**Concepts**	**Skills**	**Practices**
Reflection	Self and peer reflection	Reflect on solo performances	Immediate student-led feedback discussions	Self and peer reflection	Reflect on solo performances	Immediate student-led feedback discussions
		Reflect on Ensemble performances	Reflecting using digital recordings		Reflect on Ensemble performances	Reflecting using digital recordings
Interpretation	Critical listening to performances	Ability to draw connections to:	Demonstrations through academic writing, discussions, and presentations	Critical listening to performances	Ability to draw connections to:	Demonstrations through academic writing, discussions, and presentations
		Emotions			Emotions	
		mood			mood	
		style			style	
		title			title	
		context			context	
		purpose			purpose	

		personal perceptions of piece			personal perceptions of piece	
Analysis	Elements of Music	ability to use academic language when discussing and analyzing music	Demonstrations through academic writing, discussions, and presentations	Elements of Music	ability to use academic language when discussing and analyzing music	Demonstrations through academic writing, discussions, and presentations
CONNECTING	**Process Component: Synthesis**	**Process Component: Relate**				
	Nov.MU:E.Cn10 Describe and **demonstrate** how personal interests relate to choices and **intent** when creating, performing, and responding to music.	Nov.MU:E.Cn11 Relate music to **societal**, **cultural**, and **historical contexts** when creating, performing, and responding.				
	Semester 1			**Semester 2**		
	Concepts	**Skills**	**Practices**	**Concepts**	**Skills**	**Practices**
Music History & Diversity	Historical Research	Associate historical research and knowledge with current literature	Demonstrate through presentations and performances	Connect traditional literature with modern popular music	Use prior knowledge to help facilitate the learning & performance of popular music	Demonstrate through presentations and performances
				Introduction to the role of music for social change	Identify the significance of protest music, political music, etc.	Demonstrate through presentations and performances
Academic Language	Understand basic musical terms being used in their current music instruction	Be able to use current musical terms being studied in conversation	In conversation state personal opinion on conductor and or composer choices	Understand basic musical terms being used in their current music instruction	Be able to describe compositional choices they made in their creations	In conversation state personal opinion on their own compositional choices